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ABSTRACT

This self-instructional learning packet is one part of a competency-guided program for instructional supervisor preparation developed by the Special Education Supervisor Training (SEST) project. This packet leads its users through an exercise simulating the recruitment and selection of personnel to staff a new community school program within a school district. In simulating the role of a supervisor, users learn to determine sources from which to obtain candidates for a particular position, to analyze and rank applications based on the job description, to determine the value of particular devices for selecting personnel, to determine personal values and criteria for selecting personnel, and to develop and validate guidelines for selecting personnel. Users of the training packet complete a series of three task assignments, as well as three written self-evaluations and a final assessment. (JG)

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Independent Study Training Material

For

Professional Supervisory Competencies

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Document #10f

SELECTING PERSONNEL FOR A NEW SCHOOL PROGRAM ©

By Dr. Kenneth McIntyre

With Revisions by Gwen Carter

C-2 Recruiting and Selecting Personnel

Special Education Supervisor Training Project

Department of Educational Administration

The University of Texas at Austin

1975

EA 008 164

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PREFACE

The learning packets developed by the Special Education Supervisor Training Project (SEST) at the University of Texas at Austin are competency-guided training materials keyed to selected critical competencies for professional supervisory personnel in school leadership positions. A series of ten packets, each dealing with one of twenty-four critical competencies, has been developed. A list of the items available in the series appears on the last page of this document. These packets were developed locally to meet the need for independent study material to supplement formal training and field experiences in a professional preparation program.

This learning packet is intended for inclusion in a learning laboratory containing packets and many other types of materials for use in independent study. The equipment necessary to use those materials, as well as work space, is provided in the Learning Lab to assist users in choosing material and working through it at their own pace. A complete directory of material in the Learning Lab at the University of Texas Department of Educational Administration has been published by the SEST Project under the title, A Directory of Competency-Guided Supervisory Training Materials for Independent Study.

The learning packets have undergone extensive evaluation and revision through the coordinated efforts of several people. Corine Martinez

served as compiler and editor of the series. SEST students and research assistants involved in packet evaluations were Gwen Carter, Patricia Griner, Laurie Hunt, Mary Miller, Pat Miller, and Eliseo Ruiz. Final revisions on the packets were made by Ellen Victory Bell, Gwen Carter, Sharon Guajardo, and Jim Sanders.

Appreciation is expressed to all those who devoted time to the development of various learning packets: Carol Clark (Giesecke), Joan DeLuca, Stuart DeLuca, Jane Duckett, Pat Miller, and Drs. Ben Harris Billie Grace Herring, John D. King, Kenneth McIntyre, and Darryl R. Townsend.

The University of Texas at Austin

Ben M. Harris
John D. King
Project Co-Directors

OVERVIEW

Competency:

Given a description of several staff positions to be filled, the supervisor, by engaging in a variety of selective recruitment activities, can secure a list of several possible applicants from various sources, can systematically secure and validate relevant information on the applicants by conducting personal interviews, by checking with previous employers, and by using other selection procedures, and can prepare a set of recommendations for filling the vacancies with the applicants who will best fulfill job requirements.

Objectives:

By simulating the role of a supervisor, the participant will do the following:

(1) determine sources from which to obtain candidates for a particular position based on a job description.

(2) analyze and rank applications according to preference based on the job description.

(3) determine the value of particular selection tools and devices for selecting personnel.

(4) through self-evaluation, determine personal values and criteria in selecting personnel.

(5) develop guidelines for selecting personnel and validate the procedure.

Evaluation:

Through the reading materials, written exercises, simulation, and self-evaluation forms, the participant should be able to determine appropriate recruiting and selecting tools and devices, and also develop and validate guidelines of his/her own for recruiting and selecting personnel.

DIRECTIONS

1. Read the "Overview on Recruiting and Selecting Personnel," page 1 and "Description of Situation and Task Assignment," page 3.

2. Task Assignment 1: Read the Memorandum, page 5, and the enclosures, pages 6-9. Use the Work Sheet, page 32, for this assignment.

3. Read Self-Evaluation 1, page 10. Answer the questions on the Work Sheet, page 33.

4. Task Assignment 2: Read "Ranking of Candidates," page 11, and the three application files. Use the Work Sheet, page 34, for this assignment.

5. Task Assignment 3: Read "Estimates of Selection Tools and Devices," page 22. Use the Work Sheets, pages 35-36, for this assignment.

6. Read Self-Evaluation 2, page 25. Answer the questions on the Work Sheets, pages 37-43.

7. Read Self-Evaluation 3, page 29. Answer the questions on the Work Sheet, page 44.

8. Read the Final Assessment, page 30. Use the Work Sheet, page 45, for this assignment.

DESCRIPTION OF SITUATION AND TASK ASSIGNMENTS

Description of Situation:

You are to assume the role of Cecil Davis, a supervisor in the Corona Independent School District. Your task is to read the materials in the order presented and to follow the instructions as they appear. Although you will not have all of the information that you might want to have, do the best that you can with what you are provided.

Description of Task Assignments:

A. Task Assignment 1: Read the Memorandum, page 5, and the three enclosures from Leslie Roberts, Assistant Superintendent, pages 6-8, and respond according to the instructions on page 9 by writing a memo suggesting sources of nominations and applications for Project Director on the Work Sheet, page 32.

B. Read "Self-Evaluation 1," page 10, and answer the questions on the Work Sheet, page 33.

C. Task Assignment 2: Read "Ranking of Candidates," page 11, and the information files on the candidates, pages 12-21. Follow the instructions on page 11. The task will include the following:

   (1) an analysis of the candidates, keeping in mind the Job Description, page 7.
   (2) mentioning any selection tools that you would like to have that were not evident in the candidates' files.
   (3) ranking the three candidates as your 1st, 2nd, and 3rd choices.

   Write your answers on the Work Sheet, page 34.

D. Task Assignment 3: Read "Estimates of Selection Tools and Devices," page 22. Write a short summary on Work Sheet, page 35, of your thinking concerning each of the selection tools and devices listed.

E. Turn to References, page 23, and take a few hours to read some of the literature on selection of leadership personnel.

F. Read Self-Evaluation 2, page 25, and write the answers on the Work Sheet, pages 37-43.

G. Read Self-Evaluation 3, page 29, and write the answers on the Work Sheet, page 44.

H. Read the Final Assessment, page 30, and write a set of guidelines for selecting school supervisors of instruction in the Corona Independent School District on the Work Sheet, page 45. The following procedure should be used:

(1) List guidelines in the form of sequential steps that should be taken.
(2) Include the types of processes and tools that you would advocate.
(3) Give some indication of weights you would assign to each.
(4) State how you would validate the procedure that you advocate.

MEMORANDUM

March 12, 19__

To: Cecil Davis, Supervisor

From: Leslie Roberts, Assistant Superintendent

Last night the Board of Education approved the Community School Project, with no changes. I want to thank you for the job description that you wrote; I am sure that it was one factor in the Board's decision.

Now we need to move "with all deliberate speed" to locate and attract a number of strong candidates for the position of Project Director. Please send me a memo listing some suggested sources of nominations and applications. This is an unusual position, so we will perhaps need to tap some unusual sources.

I am enclosing a "General Description of the Corona Community School Project" and the Job Description that you wrote. Could I have your list of suggested sources no later than March 15?

GENERAL DESCRIPTION OF THE CORONA COMMUNITY SCHOOL PROJECT

The general purpose of the Community School Project is to provide for the development of a community school model at Garcia Elementary School. It is anticipated that after a two-year period of planning, development, and testing of the model at Garcia, the model will be extended to other elementary schools serving different types of neighborhoods and eventually to all elementary schools in the district.

During the two-year period, community school concepts, activities, and techniques will be tested. Systems will be tried out for discovering, developing, and coordinating community resources as important elements in the total educational resources of the school, for the solution of identified neighborhood problems. Another major purpose will be to develop a positive sense of community among the school's constituents. The people who are affected by the school will be involved in making major decisions about the school.

JOB DESCRIPTION

Position: Director, Community School Project

Situation:

The Corona Independent School District is located in a city of approximately 250,000 population [in a southwestern state]. Corona is known as a "good" city in which to live, with a relatively low cost of living, an abundance of natural beauty, and very little "dirty" industry. It is the home of State University, which enrolls 35,000 students, and several smaller institutions of higher learning. For the city as a whole, approximately 70% of the population is White Anglo, and the remaining 30% is split about evenly between the Blacks and Mexican-Americans, who tend to be concentrated in certain identifiable regions of the city.

Garcia Elementary School serves a low-income neighborhood, enrolling between 780 and 850 students during the school year. Much of the fluctuation in enrollment is due to the movement of migrant Mexican-American workers. The student body at Garcia is, at this time, 68% Mexican-American, 24% White Anglo, and 8% Black.

General Description of the Position:

The purpose of the Community School Project is to provide for the development of a community school model at Garcia Elementary School. It is anticipated that after a two-year period of planning, development, and testing of the model at Garcia, the model will be extended to other elementary schools serving different types of neighborhoods and eventually to all elementary schools in the district.

During the two-year period, community school concepts, activities, and techniques will be tested. Systems will be tried out for discovering, developing, and coordinating community resources as important elements in the total education resources of the school, for the solution of identified neighborhood problems. Another major purpose will be to develop a positive sense of community among the school's constituents. The people who are affected by the school will be involved in making major decisions about the school.

Responsibilities of the Project Director:

The Project Director will be expected to perform the following duties:

1. To survey the needs of the people in the community.

2. To locate and secure materials, equipment, and facilities that might be useful in meeting the needs identified in #1 above.

3. To identify and recruit volunteers: teachers, aides, and helpers.

4. To make studies of the utilization of school facilities and equipment.

5. To train Project teachers and other workers.

6. To organize and coordinate needed training programs for people in the community, as needs are revealed in #1 above.

7. To collect useful information concerning the Project.

8. To disseminate information to appropriate recipients.

9. To organize and advise a community coordinating board, which will be involved in planning and decision making concerning Project activities.

10. To organize and execute fund raising activities.

11. To evaluate the processes and outcomes of the Project.

12. To project the costs of establishing and maintaining community education programs in other schools in the district.

13. To devise a long-range implementation plan for other schools in the district.

Reporting Relationships:

The Project Director will report directly to the Principal of Garcia Elementary School and to the Assistant Superintendent.

Qualifications:

Education Required: Master's Degree

Certification Required: Valid State Teaching Certificate

Experience Required: Two or more years of teaching experience

Miscellaneous: Must have demonstrated leadership ability, concern for the improvement of education, and ability to work with individuals of varied backgrounds.

Terms of Employment:

Contract: One-year, continuing contract; two-week paid vacation

Salary: $13,000 first year; subsequent years according to scale

Corona Independent School District is an Equal Opportunity Employer.

TASK ASSIGNMENT 1:

SUGGESTED SOURCES OF NOMINATIONS AND APPLICATIONS

Turn to the Work Sheet, page 32, and list all of the types (not specific names) of individuals and organizations that you would consider to be fruitful sources of nominees for the position of Project Director. Do not turn to the next section of this module until you have listed all of the feasible possibilities. After you have finished, turn to page 10.

SELF-EVALUATION 1

Instructions: Turn to the Work Sheet, page 33 and mark the answers to the following questions.

1. Did you list one or more placement services maintained by universities and colleges in the city? (Yes___ No___) 2. In the local area? (Yes___ No___) 3. Outside the local area? (Yes___ No___)

Some departments or divisions within universities or colleges make serious attempts to place their own students and ex-students in appropriate positions. 4. Did you suggest any of these? (Yes___ No___)

Many individual professors are excellent sources of information concerning possible candidates in their own field. 5. Did you suggest that individual professors be contacted? (Yes___ No___)

Most people in the field of education tend to think only of colleges of education and their divisions in a situation of this kind. Although the job description indicates that the Project Director must have two or more years of teaching experience and a valid teaching certificate, this particular position could well attract a person who has not only the required teaching experience and certificate but also some valuable training and experience acquired in other fields. 6. For example, did you suggest seeking nominations from people in social work? (Yes___ No___) 7. In Community Action Programs? (Yes___ No___) 8. In Child and Family Service? (Yes___ No___)

Some professional associations (teachers, administrators, etc.) maintain placement services. 9. Did you suggest any of these? (Yes___ No___)

10. Did you suggest any private employment agencies? (Yes___ No___)
11. State or other government employment agencies? (Yes___ No___)

Sometimes community leaders (e.g., ministers of churches in Black communities) are excellent sources of nominations. 12. Did you include any of these poeple in your list? (Yes___ No___)

Qualified teachers who are in other lines of work can sometimes be attracted back into positions in education. 13. Did you suggest contacting personnel directors of business and industrial firms in order to identify people who are doing well but have indicated a desire to get into education? (Yes___ No___) 14. Did you suggest using the alumni files of colleges and universities in order to get the names of trained teachers who have entered other professions? (Yes___ No___)

15. Finally, did you announce the vacancy in any professional journals? (Yes___ No___) 16. Any of the mass media, such as newspapers, radio, television? (Yes___ No___)

TASK ASSIGNMENT 2: RANKING OF CANDIDATES

Let us assume that you and others have done a thorough job of suggesting sources of nominations and that nominees have been contacted. Let us assume further that several applications have been received. Attached are the application files on three of the candidates. Your task now is to study the information on the three candidates and write analyses of the contents, keeping in mind the Job Description, page 7. Mention any selection tools that you would like to have used that were not evident in these three files. When you have finished your analyses, rank the three candidates as your 1st, 2nd, and 3rd choices. Use the Work Sheet, page 34, to write your answers. Do not turn to Task Assignment 3, page 22, until you have completed this task.

Information Concerning Mr. Luis Salazar

Age: 29

Physical defects: None

Height: 5'9"

Weight: 165

Marital Status: Married

Children: Maria, age 2½ years
Jose, age 9 months

Education: B. S., Texas A & I Univ.
M. A., Texas A & I Univ.

Grade-point average:
Upper-division, 3.00 (history & Spanish)
Graduate, 3.64 (guidance & counseling)

GRE Aptitude Test: Verbal, 380
Quantitative, 420

Sociometrics: Ranked 14th high in group of 22 graduate students in leadership choices

Teaching experience: Corpus Christi, Texas, 1 year, counselor
Corpus Christi, Texas, 5 years, teacher of Spanish

Special qualifications: Bilingual; experience while high school teacher with Migrant and Adult Basic Education programs

Interviewers' comments: "Very earnest. Wants to do something for his people."
"Soft spoken, but self-confident. Has a vision of what he wants to do and is determined to accomplish it."
"A solid thinker, but not profound."
"Gives impression of sincerity."
"Has counselor's interest in human side of administration."

Academic Record of Mr. Luis Salazar

Undergraduate — Texas A & I University

Hst 201	Amer Hist to 1865	3	B
Bio 104	General Zoology	3	B
Spn 111	Freshmn Col Spanish	3	A
Mst 103	Basic Military Sci	2	C
Spe 101	Principles of Speech	3	D
Eng 101	Rhetric & Compos	3	B
Spn 112	Freshmn Col Spanish	3	A
Bio 111	General Botany	3	C
Hst 202	Amer Hist from 1865	3	A
Eng 102	Rhetric & Compos	3	B
Psy 101	Intro to Psychology	3	B
Mst 104	Basic Military Sci	1	C
Spn 201	Sophomore Spanish	3	C
Hst 204	US Military History	3	B
Eng 203	Readngs in Amer Lit	3	C
Geo 132	Elemnts of Phy Geog	3	B
Mst 203	Basic Military Sci		A
Gov 215	Amer and Tex Govt	3	B
Soc 211	Prin of Sociology		Q
Spn 202	Soph Col Spanish	3	C
Ed 101	Orientation	1	D
Mst 204	Basic Military Sci	2	B
Gov 216	Amer-Tex Govt Admin	3	B
Eng 201	Surv E Lit B to RM	3	B
Hst 104	Dev of World Civil	3	C
BA 104	Typewriting	2	A
Ed 304	Secondary School	3	A
Hst 103	Dev of World Civil	3	C
Hst 401	Hist of Mexico	3	C
Spn 311	Adv Grammar & Comp	3	B
Spn 408	Works of Cervantes	3	B
Spn 312	Span Literary Comp	3	B
Spn 402	Span Lit 1550-1800	3	A
Ed 302	Behavr-Sec Sch Chld	3	C
Hst 323	Civil War & Reconst	3	B
Hst 426	Latin American Hist	3	C
Ed 355	Sec Curric & Probs	3	C
Ed 315	Tests & Measuremts	3	B
Ed 421	Sec Sch Observation	3	B
Ed 423	Directed Teach-Sec	6	A
Spn 410	Teach of For Lang	3	A
Soc 213	Social Problems	3	C
Ed 371	Guidance Prin, Prac	3	C
Hst 418	Amer Nat 1763-1816	3	B
Gog 122	Elemts of Geography	3	C
Ed 391	Visual & Audit Aids	3	B

B. S. in Sec. Ed.
Major: Hist. & Span.

Graduate — Texas A & I University

Psy 316	Stat for Behav Sci	3	B
Ed 513	Sch Adm, Sch Finance	3	B
Ed 504	Guidance, Adv Probs	3	A
Psy 302	Psy of Personality	3	A
Ed 428	Current Sec Ed Probs	3	A
Psy 502	Prac in Psychomets	3	A
Psy 507	Col & Use, Occ Data	3	A
Ed 484	Child Development	3	A
Ed 521	In-Service Education	3	A
Psy 509	Psy Learning, Thnkg	3	B
Psy 305	Abnormal Psychology	3	B
Psy 504	Couns & Psychothrpy	3	A
Psy 501	Prac in Counseling	3	B
Psy 503	Seminar Counsl Prob	3	A

M. A.
Major: Education G & C
Minor: Psychology

Letters of Recommendation Concerning Mr. Luis Salazar

1. "Mr. Luis Salazar taught at the school where I was principal for five years. During this time I encouraged him to go back and secure a counseling certificate because I felt he was eminently qualified to be a high school counselor. I am happy to recommend him as an excellent prospect for the position of Project Director. He is intelligent and articulate, possesses a great deal of poise and self-confidence, he relates well to his students and his colleagues, and has an excellent sense of humor."

   (written by high school principal)

2. "I am happy to recommend Mr. Luis Salazar for the position of Project Director in the Garcia Elementary School. When Mr. Salazar was with us he was a successful teacher whom we encouraged to go into the field of counseling, where he served well for one year. While he was here he also gained some valuable experience and contributed a great deal to our Migrant and Adult Basic Education programs. Luis has a good academic background, an excellent sense of humor, and a good personality. He is also a good leader. In my opinion, he would make a good Director for your project."

   (written by superintendent)

3. "I had Mr. Luis Salazar as a student in two of my graduate courses in Education. He was an extremely conscientious student, highly motivated to excel, which he did very successfully. He is not a brilliant student, but he has a good mind. He speaks and writes well and he is a good organizer. He did some community survey work in one of my courses, and in it he demonstrated great ability to study live problems and to dig up solutions to them while working with the people involved. I think he would make an excellent Director for a community school project."

   (written by a professor)

4. "Mr. Luis Salazar assisted me in the organization and administration of an Adult Basic Education program during the time that he was a counselor at West High School. Although his time was severely limited because of his other duties, he contributed greatly to the success of our ABE program. He demonstrated a lot of initiative, finding ways to get things done when most of the normal doors were closed. He collected data and prepared much of the materials for the evaluation of our first year's efforts. I recommend him without reservation."

   (written by director of Adult Basic Education program)

Information Concerning Mr. Mark Kitchens

Age: 29

Physical defects: None

Height: 6' 0"

Weight: 165

Marital Status: Married

Children: Douglas, age 5 years
Robert, age 4 years

Education: B. A., Brigham Young Univ.
M. S., Brigham Young Univ.

Grade-point average:
Upper-division, 3.27 (Latin-Amer. studies, sociology, Spanish)
Graduate, 3.76 (education & sociology)

GRE Aptitude Test: Verbal, 650
Quantitative, 480

Sociometrics: Ranked 7th high in group of 18 graduate students in leadership choices

Teaching experience: Sociedad Educativa y Cultural, Mexico City (Mormon schools) 1 year, ass't sup't. for curriculum
Brigham Young University, sociology department, 1 year, graduate teaching assistant
Salt Lake City, Utah, 2 years, teacher of Spanish

Special qualifications: Lived in Mexico several years and uses Spanish language as well as English fluently; did research on Indian schools in Guatemala one summer; attended 6-week workshop on community education

Interviewers' comments: "Articulate, knowledgeable, intelligent."
"Dedicated worker--has devoted several years of his life to church work."
"Makes a good impression."
"Creative thinker; doesn't give just orthodox responses to questions."

Academic Record of Mr. Mark Kitchens

Undergraduate Brigham Young University

ASc 101	Found Aerosp Pow	2	B	Soc 125	Applied Sociology	2	B
ASc 110	Ldrship Lab Frosh	1	B	Rel 332	Analysis LDS Teach	2	A
Dev 101	Devlotional Assembly	1					
Eng 111	Comp and Reading	3	B	Hst 453	Mex & Caribbean	3	B
Hst 170	American Heritage	3	C	Soc 404	Dev of Soc Theories	3	B
Mus 116	ROTC Chorus	1	B	Spn 441	Surv Span Lit	3	B
Rel 121	Intr to Bk of Mormom	2	C	Spn 451	Sur Hispanic Am	3	D
Spn 301	Selected Readings	4	B	Rel 327	Pearl of Great Pr	2	B
				Rel 422	Hist Teach B of M	2	A
ASc 111	Ldrship Lab Frosh	1	A				
Arc 200	Intro to Architec	3	B	Bot 105	Plant Kingdom	3	A
Dev 102	Devotional Assembly	1		PSc 456	G & P Mex & Cari	3	B
Eng 112	Comp and Reading	3	A	PSc 578	U S Latin Am Rln	3	B
Hlt 130	Personal Health	2	A	Soc 111	Intro Sociology	3	A
Mus 116	ROTC Chorus	1	A	Soc 220	Social Statistics	3	A
P E 178	Prog Wt Tr for Men	1	A				
Rel 122	Intr to Bk of Mormon	2	B	Soc 397	Meth of Research	3	B
Thl 239	Miss Appr in Span	2	B	Soc 405	Soc Systems Anal	3	A
Spn 112	Intensive Conver	4	A	Gog 455	Latin America	3	A
Spn 113	Intensive Conver	4	A	PSc 356	Gvt & Pol of S Am	3	B
Spn 114	Intensive Conver	4	A	Soc 350	Intro Soc Psych	3	B
				Soc 357	Grp Rel Leadership	3	B
Rel 201	Lec in Religion	1		Soc 423	Rural Sociology	2	A
Geo 103	Life of the Past	3	C	Soc 491	Senior Seminar	2	A
Mth 101	Interm Algebra		W				
P E 178	Weight Lifting	1	B	Spn 445	Cult Hisp World	3	A
Soc 112	Modern Soc Problems	3	A	Ed 301	Basic Conc Teaching	2	A
Spn 321	Span Comp & Conv	3	B	Ed 301	State Sch Teacher	2	A
Rel 261	Intro to Genealogy	2	B	Ed 377	Sec Tch Curr & Mth	3	A
				Ed 403	Devel & Learning	4	B
Rel 202	Lec in Religion	1		Ed 479	Sec Student Tch	8	Cr
Eco 111	Intro to Econ Prin	3	C				
HEc 360	Ach Suc in Marriage	3	B	Ed 415	Educational Values	2	B
P E 285	Latin Amer Dance	1	B				
Phy 177	Light & Photo	3	A				
Spn 322	Span Comp & Conv	3	A	B. A.			
Rel 324	Doc & Cov	2	B	Major: Latin American Studies			
Zoo 105	Animal Biology	3	A		& Sociology		
				Minor: Spanish			

Graduate — Brigham Young University

Hlt	362	Sch Hlth Sec Teach	2	A	Ed 514	In-Service Problems	2 A
Soc	512	Soc of Education	2	B	Ed 515	In-Service Problems	2 A
Soc	597	Adv Res Methods	3	A			
Soc	690	Sem in Cont Soc	2	B	Ed 536	Sec Curric & Meth	3 A
Spn	326	Phon & Pronun	2	A	Ed 547	Foundations Reading	3 A
					Ed 607	Educ in World Sett	2 A
Hst	690	Latin Am Problems	3	A	Ed 623	Sci in Elem School	2 A
Soc	417	Latin Am Soc Change	3	A			
Soc	524	Adv Soc Statistics	3	B	Soc 699	Masters Thesis	6 A
Soc	630	Attitude Change	3	B			
Eng	099	Prob Thesis Writing	Aud.				
Lng	529	Linguistics	Aud.		M. S.		
Soc	516	Sociology Religion	2	A	Major: Sociology & Education		
Soc	552	Personal Cult Soc	3	A			

Letters of Recommendation Concerning Mr. Mark Kitchens

1. "I am happy to write this letter about Mark Kitchens because I feel that Mark is one of the finest graduate students I have known in some time. I worked with him about three years ago in Operation New Horizons, an in-service teacher training program sponsored by the Latter-day Saint Church School System in Mexico. I feel that I know Mark quite well and that I am able to recognize his excellent potential. He is an excellent leader and administrator. His work as Assistant Director of Operation New Horizons was superior. He attended to detail and was very perceptive to the requirements of his assignment. He is able to express himself very well, both orally and in written form, to inspire the confidence of his fellow workers, and to diplomatically solve many ticklish problems referred to him by his superiors. I feel certain that he would make a superior Director for a Community School Project of the type that you describe. I am very happy to recommend him to you."

   (written by a professor)

2. "Mr. Mark Kitchens was a student in my Workshop on Community Education, a six-week program that involves the participants full-time in community education, with a heavy emphasis on organizing field programs of various kinds. Mr. Kitchens was one of the top students in the Workshop, displaying a great deal of initiative and organizational ability. He organized an evaluation effort that I used as a model with students in subsequent workshops. He writes beautifully, and he makes an excellent impression while working with laymen. I think he has the ability to become an outstanding Director of the Community School Project in your school system."

   (written by a professor)

3. "This is to advise that Mark Kitchens has been in our employ for the past year. During this time he has served as Supervisor of elementary schools in Mexico sponsored by the L.D.S. Church. He presently is Assistant to the Administrator of L.D.S. Schools in Mexico, in charge of Curriculum and the Instructional Materials Center. Mr. Kitchens has performed well in whatever assignments that have been given him. We can vouch for his integrity, dedication and loyalty to this institution."

   (written by administrator)

Information Concerning Ms. Sylvia Alvarez

Age: 26

Physical defects: None

Height: 5'6"

Weight: 125

Marital status: Married

Children: Juan, age 3 years

Education: B. A., Texas Woman's Univ.
M. Ed., Univ. of Texas, Austin

Grade-point average:
Upper-division, 2.32 (math, English, & education)
Graduate, 3.46 (educ. administration)

GRE Aptitude Test: Verbal, 450
Quantitative, 610

Sociometrics: Ranked 3rd high in group of 12 graduate students in leadership choices

Teaching experience: Beeville, Texas, 2 years, Algebra I
Houston, Texas, 1 year, 7th Grade Math

Special qualifications: Bilingual; worked one year in Neighborhood Project for Child and Family Service; worked two summers in Houston Community Action Agency

Interviewers' comments: "Honest and open in her responses."
"Not afraid to take a stand."
"Good grasp of community needs and problems; has ideas about how to solve them."
"Has a well organized mind."

Academic Record of Ms. Sylvia Alvarez

Undergraduate — Texas Woman's University

Bio 141	Principles of Biology	4	C	Eco 334	Investments	3	C
Eng 131	Comp & Literature	3	C	Eng 232	Eng Lit Master	3	C
Hst 133	U.S. 1492-1865	3	C	HPE 337	Safety & Driver Ed	3	B
HPE 115	Body Mech & Cond Ex	1	C	Mth 336	Algebraic Struc	3	C
Mth 131	Elem Math Anal	3	B	Mth 341	Anal Geom & Calc	4	C
Spn 133	Rev of Gram Read	3	B	Span 234	Span Lit & Civ	3	B
Bio 142	Principles of Biology	4	C	Ed 334	Adolescent Psy	3	B
Eng 132	Comp & Literature	3	C	Eng 430	Eng Lang Structure	3	C
Hst 134	U.S. Since 1865	3	B				
HPE 110	Required P.E.	1	B	Ed 333	Instr Mat & Equip	3	C
Mth 131	Elem Analysis	3	B	Eng 331	The English Novel	3	C
Spn 134	Rev of Gram Read	3	B	Eng 334	19th Cent Amer Lit	3	B
				Mth 342	Inter Calculus	4	C
Gov 231	American Government	3	C	Mth 435	Abstract Algebra	3	C
HPE 110	Required P.E.	1	B				
Spe 131	Oral Communication	3	C	Ed 331	Prin of Sec Ed	3	B
				Ed 461	Student Teaching	6	A
Eco 132	Current Eco Problems	3	A	Mth 339	Linear Algebra	3	D
HPE 110	Required P.E.	1	B	Mth 433	Differ Equations	0	W
Gov 232	Amer Tex Gov	3	C				
				Mth 439	Adv Math	3	C
Eco 131	Principles of Econ	3	B	Mus 339	Intro to Enjoy of	3	C
Eng 231	Eng Lit Master	3	B				
Mth 241	Anal Geom & Calculus	4	C	Eng 333	Major Plays of Sh	3	C
Mus 112	University Chorus	1	A	Mth 135	Introduction to	3	B
Soc 135	Introduction to Soc	3	B	Phl 333	Phil Men Live By	3	C
Spn 233	Span Lit & Civ	3	B	Ed 332	Tests & Measuremts	3	B

B. A.
Major: Math, English, Education

Graduate — University of Texas, Austin

EdA 385	Practicum in Superv	3	A	EdA 383	Designs for In-Ser	3	A
EdA 380	Structure & Org	3	Cr	EdC 381	Curric Org	3	A
EdA 682	Prin & Functions	6	B	Arc 379	Planning for Minor	3	A
SWS 360	Group Processes	3	B	EdC 385	Recent Res in Rdng	3	B
EdA 383	Org Theory in Educ	3	B				
EdA 384	Seminar in Superv	3	B				
EdA 382	Admin Elem Sch	3	A	M. Ed.			
Man 382	Org Behavior & H Rel	3	Cr	Major: Educational Administration			
EdA 397	Graduate Internship	3	A				

Letters of Recommendation Concerning Ms. Sylvia Alvarez

1. "Mrs. Sylvia Alvarez worked for me one year in the Neighborhood Project for Child and Family Service. I also know of her work as a classroom teacher. She has a sensitivity to and awareness of other persons that is often lacking in many professions. She is committed to helping people to develop educationally, and recognizes each person as a separate and unique individual. Mrs. Alvarez has shown me, and I'm sure she will show you, how hard working, responsible, and dependable a person she is. I can think of nobody who would be more likely to make a success of a community school project than Mrs. Alvarez would."
(written by Director of Project)

2. "I had Ms. Sylvia Alvarez as a student in two courses this year. She is a highly intelligent, conscientious, competent, and enthusiastic person. She is a good leader and has the type of personality which allows her to establish rapport easily. She is receptive to new ideas and she has the courage to try them. In her field work, she demonstrated an unusual ability to evaluate needs and to plan programs to deal with them. She would make a great Director of the Garcia School Project. I recommend her without hesitation."
(written by a professor)

3. "Mrs. Sylvia Alvarez taught mathematics in this Junior High School this past year. I found her to be intelligent, dedicated, and a credit to the profession. She makes an excellent impression on students, colleagues, and parents. Her communication skills, both written and oral, are outstanding. Although she puts up with no nonsense in her classes, she is appreciated and well liked by the students. She is an exceptionally good organizer. In short, I don't know of any weaknesses that she has, and I recommend her highly for the position in the Corona schools."
(written by a principal)

4. "You would be happy to have a person like Sylvia Alvarez as Director of the Community School Project. She is a well organized, stable, calm, patient teacher who draws students to her. She is energetic, well prepared, and highly dependable. I heard excellent reports concerning her summer work with the Community Action Agency, which would provide excellent preparation for the job in your school. I hope that you will consider her application very seriously."
(written by a principal)

TASK ASSIGNMENT 3:

Estimates of Selection Tools and Devices

Have you finished your analyses of the candidates' files and have you ranked them in order of preference for the Project Directorship? Turn to the Work Sheet, page 35, write a short summary of your thinking concerning each of the selection tools and devices that are listed. How valuable is each one? Why?

Interviews:

Letters of Recommendations:

Rating Scales:

Transcripts:

Test Scores:

Sociometric Devices:

Simulation:

Biographical Information:

REFERENCES

Before you proceed to a self-appraisal of your responses to Task 2, page 11 and Task 3, page 22, take a few hours to read some of the literature on selection of leadership personnel. Here are some suggestions:

American Association of School Administrators, Professional Administrators for America's Schools, 1960 Yearbook of the AASA. Washington, D.C.: AASA, 1960, pp. 143-173.

Culbertson, Jack, "The Preparation of Administrators," Behavioral Science and Educational Administration, NSSE Yearbook LXIII, 1964, Part II, pp. 311-316.

Engleman, Finis, "Role Descriptions and Common Elements in the Pre-Service Preparation of Principals and Superintendents," Preparation Programs for School Administrators, edited by Donald J. Leu and Herbert C. Rudman. East Lansing, Michigan: Office of Research and Publications, Michigan State University, 1963, pp. 253-266.

Gross, Neal, and Robert E. Herriott, Staff Leadership in Public Schools: A Sociological Inquiry. New York: John Wiley & Sons, 1965, pp. 155-157.

Hall, Roy M., and Kenneth E. McIntyre, "The Student Personnel Program," Administrative Behavior in Education, edited by Roald F. Campbell and Russell T. Gregg. New York: Harper & Brothers, 1957, pp. 393-425.

Hemphill, John K., Daniel E. Griffiths, and Norman Frederiksen, Administrative Performance and Personality. New York: Teachers College, Columbia University, 1962, pp. 330-340.

McIntyre, Kenneth E., Recruiting and Selecting Leaders for Education. Austin: Southwest School Administration Center, 1956.

_____, Selection and On-the-Job Training of School Principals. Austin: The University of Texas, 1960.

_____, Selection and Recruitment in Fields Other Than Educational Administration. Austin: The University of Texas, 1965.

_____, Selection of Educational Administrators. Austin: The University of Texas and the University Council for Educational Administration, 1966.

_____, "Six Studies on the Prediction of Administrative Behavior," University Council for Educational Administration Quarterly, Winter, 1968, pp. 45-54.

McIntyre, Kenneth E., "The Selection of Elementary School Principals," The National Elementary Principal, Volume XLIV, No. 5, April, 1965, pp. 42-46.

Reller, Theodore L., "A Comprehensive Program for the Preparation of Administrators," Preparing Administrators: New Perspectives, edited by Jack A. Culbertson and Stephen P. Hencley. Columbus, Ohio: University Council for Educational Administration, 1962, pp. 110-113.

Schutz, William C. Procedures for Identifying Persons with Potential for Public School Administrative Positions, U.S. Office of Education Cooperative Research Report Number 677, University of California, 1961.

University Council for Educational Administration, The Selective Recruitment of Educational Leaders. Columbus, Ohio: UCEA, 1966.

SELF-EVALUATION 2

Instructions: Now take your responses to Task 2, p. 11 and answer these questions on the Work Sheet, p. 37.

1. Since all three candidates are between 26 and 29 years of age, this was probably not an important variable in determining your choices. At what points (high and low) would a candidate's age have become a matter of concern to you? Why?

2. None of the candidates reported any physical defects. Would you try to verify these self-reports? (Yes___ No___) If so, how?

3. None of the candidates' height or weight is unusual. At what points (high and low) would a candidate's height or weight become a matter of concern to you? Give your reasons.

4. All three candidates are married and have one or two children. Is this a positive, negative, or neutral factor, in your opinion? Give your reasons.

5. One of the candidates is a woman. Did you consider this in your appraisal? (Yes___No___) If so, what difference did it make, and why ?

6. What does the research say about women's, as compared with men's, effectiveness in such work as a school principalship?

7. All three candidates have both bachelor's and master's degrees. Did the institutions from which they received their degrees make any difference to you? (Yes___No___) If so, what difference did it make?

8. The upper-division (junior and senior) grade-point averages of the three candidates varied from 2.32 to 3.27 (on a four-point scale). Was this significant to you? (Yes___No___) If so, what importance did you attach to it?

9. What difference, if any, did the subject areas of the candidates' majors make to you in considering the grade-point averages?

10. Graduate grade-point averages varied from 3.46 to 3.76--considerably less than the range in upper-division GPAs. This is typical. Is this much difference of any significance? (Yes___No___)

11. Did the institutions in which the graduate work was done influence your interpretation of the candidates' qualifications? (Yes___No___)

13. What does the research say about the relationship between "success" in teaching, administration, and related work, and subject matter background and grade-point average?

14. GRE Aptitude Test scores varied considerably--from 380 to 650 on the Verbal and from 420 to 610 on the Quantitative. How much significance did you place on these differences?

15. For the position of Director of the Community School Project, would you be more interested in the Verbal score or the Quantitative score (if either one)? Explain why.

16. What does the research say about the usefulness of such tests in the selection of teachers or administrators?

17. What value did you place on the sociometric ratings of the three candidates in their graduate student groups?

18. What does the research say about the predictive validity of such sociometric ratings?

19. What interpretation did you place on the candidates' different types of teaching experience?

20. What does the research say about the relationship between teaching experience and "success" in teaching or administration?

21. All three candidates are bilingual. Two are Mexican-Americans and the third one lived for several years in Mexico. How did you weigh these factors?

22. What influence did the candidates' other special qualifications have on your choices?

23. How did you interpret the interview notes?

24. What does the research reveal about interviewing as a selection tool?

25. How did you interpret the letters of recommendation?

26. What does the research reveal about letters of recommendation as selection tools?

27. What selection tools or processes would you use in a real-life situation that were not available to you in this module? Explain why you would use them.

You are probably wondering whether your ranking of the three candidates was the "correct" one. Unfortunately, choices among candidates are usually too complex to justify stating dogmatically that one is better than another, without considering relative values. Instead, we'll attempt to high-light the strengths and weaknesses of each candidate. All three are real people, whose names have been disguised and whose records have been altered slightly for purposes of this module.

Luis Salazar--This young man is a highly motivated, ambitious, conscientious worker. As a Mexican-American, he is not only bilingual but also likely to be able to identify with the Mexican-Americans who constitute a majority of the constituency of Garcia Elementary School. His GRE scores, his transcript, his letters of recommendation (especially the professor's statements), and some of the interviewers' comments all indicate that he does not possess a superior intellect. However, the information is also consistent in portraying him to be a hard worker whose academic record is fully satisfactory, even though it is not outstanding. His sociometric ranking of 14th in a group of 22 graduate students in leadership choices suggests that he was not an outstanding leader in that particular group. His record with the Migrant and ABE programs would be an indication of his ability to do the kind of work required of the Project Director at Garcia Elementary School.

Mark Kitchens--Here is a candidate with an unusual background of experience and education. Although he is not a Mexican-American, he is fluently bilingual and he knows Mexico from many years of residence there. He has a highly commendable academic record in a respected institution, as his high GRE Verbal score would have predicted. His sociometric ranking (7th high in a group of 18 graduate students) would suggest that he was well regarded by the group, although he wasn't a "star." His background provides him with a rich variety of experience as a public school teacher, a university teaching assistant, an assistant superintendent, and a researcher. His participation in the six-week workshop on community education would be another positive aspect of his candidacy. The interviewers as well as the writers of letters of recommendation add further corroboration of his dedication, intelligence, creativity, and organizational ability.

Sylvia Alvarez--This candidate is, like Luis Salazar, a bilingual Mexican-American who can identify with the people in the Garcia neighborhood. Her GRE score is unusually high for a Mexican-American, although it is the Quantitative score that is exceptional. Her grade-point averages are the lowest of the three candidates, but they were earned in strong institutions. The fact that she is the mother of a small child might raise questions concerning her time and energies, but nothing in her record indicates that this has presented a problem. Her

3rd-high ranking among 12 graduate students at the University of Texas indicates that she has strong leadership promise. Her experience in the Neighborhood Project for Child and Family Service and in the Community Action Agency would be valuable as preparation for the position at Garcia Elementary School. Her interviewers' comments as well as the letters written about her seem to present a picture of an intelligent, open, dependable, well organized perso

SELF-EVALUATION 3

Instructions: Take your responses to Task 3, page 22, and revise them on the back of the Work Sheet, page 35, as needed, in light of your examination of some of the literature on selection of leadership personnel. Turn to the Work Sheet, page 44 and answer the following questions:

1. When you read the literature, were you surprised at the lack of support for interviewing in the research reports? (Yes___ No___)

2. Will you place as much confidence in letters of recommendation in the future as you have in the past? (Yes___ No___)

3. Has your faith in rating scales been shaken any? (Yes___ No___)

4. Will you examine transcripts a bit more carefully in the future, to discern significant patterns, and will you take into account the subject fields and institutions represented? (Yes___ No___)

5. Do you think you have a better grasp now of the ways in which certain standardized tests can be used without being abused? (Yes___ No___)

6. Are you more aware now of the possibilities in such relatively rare selection tools as sociometric devices and simulation? (Yes___ No___)

7. If you were constructing a biographical data form for prospective Project Directors of Community School Projects, would you now have a better idea of what to include in it? (Yes___ No___)

8. Do you need to return to the Library and read some more of the literature on the selection of leadership personnel? (Yes___ No___)

FINAL ASSESSMENT:

RECOMMENDING GUIDELINES FOR SELECTING PERSONNEL

The selection of personnel is always a tricky, complex, and time consuming business--much more so than most people realize. It usually takes a long time to find out whether or not we have made a mistake; in fact, we seldom find out at all, because we don't take the trouble to validate our selection processes against performance on the job. In view of these complexities, it is impossible in a learning module of this type to put your competency at selecting personnel to the ultimate test by having you select somebody and then live with the results.

The next best thing, in our opinion, is to have you demonstrate that you know how to set up a sound system for selecting personnel. Consequently, your final task is to recommend a set of guidelines for selecting school supervisors of instruction in the Corona Independent School District. It might be advisable to make your response in the form of a list of sequential steps that should be taken. Include the types of processes and tools that you would advocate, and some indication of the weights you would assign to each. Finally, state how you would validate the procedure that you advocate. Write your answers on the Work Sheet, page 44.

APPENDICES

Selecting Personnel for a New School Program

WORK SHEET: TASK ASSIGNMENT 1

Instructions: List all of the types (not specific names) of individuals and organizations that you would consider to be fruitful sources of nominees for the position of Project Director. Use the space below and the back if necessary.

Respondent's Name or Soc. Sec. No._____ Date_____

Selecting Personnel for a New School Program

WORK SHEET: SELF-EVALUATION 1

Instructions: Place a check (✓) by the appropriate answer. If you have less than 14 "yes" answers, correct your mistakes on Work Sheet: Task Assignment 1, page 32.

1. Yes____ No____
2. Yes____ No____
3. Yes____ No____
4. Yes____ No____
5. Yes____ No____
6. Yes____ No____
7. Yes____ No____
8. Yes____ No____
9. Yes____ No____
10. Yes____ No____
11. Yes____ No____
12. Yes____ No____
13. Yes____ No____
14. Yes____ No____
15. Yes____ No____
16. Yes____ No____

Number of "yes" answers ____

Respondent's Name_____Date_____

or Soc. Sec. No.

Selecting Personnel for a New School Program

WORK SHEET: TASK ASSIGNMENT 2

Instructions:

1a. Write an analysis of the information given in the candidates' application files, pp. 12 - 21, keeping in mind the Job Description, page 7.

b. Mention any selection tools that you would like to have used that were not evident in these three files.

c. You may write on the space below and on the back of the page if you need to do so.

2. Rank the names of the three applicants in order of preference.

1st_____

2nd_____

3rd_____

Respondent's Name_____ Date_____
or Soc. Sec. No.

Selecting Personnel for a New School Program

WORK SHEET: TASK ASSIGNMENT 3

Instructions: Write a short summary of your thinking concerning each of the selection tools and devices that are listed. How valuable is each one? Why?

Interviews:

Letters of Recommendation:

Rating Scales:

Transcripts:

Test Scores:

Sociometric Devices:

Simulation:

Biographical Information:

Respondent's Name_____Date_____
or Soc. Sec. No.

Selecting Personnel for a New School Program

WORK SHEET: SELF-EVALUATION 2

Instructions: Follow directions given with each of the questions in the Self-Evaluation. If you have difficulty answering any of the questions, turn to the References, pages 23-24, and study the reference that relates to the question.

1. At what points (high and low) would a candidate's age have become a matter of concern to you? Why? Write your answer below.

2. Yes___ No___ (Check (✓) your answer.) If so, how?

3. At what points (high and low) would a candidate's height or weight become a matter of concern to you? Give your reasons.

4. Positive___ Negative___ Neutral___ (Check (✓) your answer)
Give your reasons.

5. Yes___ No___ (Check (✓) your answer.) If so, what difference did it make, and why?

6. What does the research say about women's, as compared with men's, effectiveness in such work as a school principalship?

7. Yes___ No___ (Check (✓) your answer.) If so, what difference did it make?

8. Yes___ No___ (Check (✓) your answer.) If so, what importance did you attach to it?

9. What difference, if any, did the subject areas of the candidates' majors make to you in considering the grade-point averages?

10. Yes___ No___ (Check (✓) your answer.)

11. Yes___ No___ (Check (✓) your answer.)

12. Yes___ No___ (Check (✓) your answer.)

13. What does the research say about the relationship between "success" in teaching, administration, and related work and subject matter background and grade-point average?

14. How much significance did you place on these differences?

15. Explain why.

16. What does the research say about the usefulness of such tests in the selection of teachers or administrators?

17. What value did you place on the sociometric ratings of the three candidates in their graduate student groups?

18. What does the research say about the predictive validity of such sociometric ratings?

19. What interpretation did you place on the candidates' different types of teaching experience?

20. What does the research say about the relationship between teaching experience and "success" in teaching or administration?

21. How did you weigh these factors?

22. What influence did the candidates' other special qualifications have on your choices?

23. How did you interpret the interview notes?

24. What does the research reveal about interviewing as a selection tool?

25. How did you interpret the letters of recommendation?

26. What does the research reveal about letters of recommentation as selection tools?

27. List tools that you would use in a real-life situation that were not used in the module.

Explain why you would use them.

Respondent's Name_____Date_____
or Soc. Sec. No.

Selecting Personnel for a New School Program

WORK SHEET: SELF-EVALUATION 3

Instructions: Place a check mark (✓) by the correct answer based on your knowledge.

1. Yes____ No____
2. Yes____ No____
3. Yes____ No____
4. Yes____ No____
5. Yes____ No____
6. Yes____ No____
7. Yes____ No____
8. Yes____ No____

Respondent's Name_____Date_____
or Soc. Sec. No.

Selecting Personnel for a New School Program

WORK SHEET: FINAL ASSESSMENT

1. Write a set of guidelines for selecting school supervisors of instruction by listing the guidelines in terms of the sequential steps that should be taken.

2. State how you would validate the procedure that you advocate. You may write on the front and back of this page and the following page (p. 46).

3. Check and correct this set of guidelines for selecting school supervisors of instruction by reviewing Self-Evaluations 1, 2, and 3 orally.

Respondent's Name or Soc. Sec. No._____ Date_____

LIST OF INDEPENDENT STUDY MATERIAL

DEVELOPED BY THE SEST PROJECT

The Delphi Technique for Curriculum Planning
A-1 Setting Instructional Goals (Document #10a)

Designing a Concept Development Unit
A-2 Designing Instructional Units (Document #10b)

Designing a Study of Available Resources
B-3 Evaluating the Utilization of Learning Resources (Document #10c)

Developing Job Descriptions
C-1 Developing a Staffing Plan (Document #10e)

Material Selection
B-1 Evaluating and Selecting Learning Materials (Document #10d)

Preparing School News Releases for the Media
G-1 Informing the Public (Document #10 h)

Selecting Personnel for a New School Program
C-2 Recruiting and Selecting Personnel (Document #10f)

Self-Instructional Module on Time Utilization
D-1 Revising Existing Structures (Document #10g)

OTHER RELATED PUBLICATIONS

A Directory of Competency-Guided Supervisory Training Materials for Independent Study (Document #9)

A Selected Bibliography for Professional Supervisory Competencies (Document #8)